



Regional Center for the Arts

Annual Report



2013-2014

Regional Center for the Arts

Name of School

23 Oakview Drive, Trumbull CT 06611

Address

203-365-8857

Phone

ribbensm@ces.k12.ct.us

E-Mail

Mark Ribbens Ed.D.

Director or Principal

Participating (formally) School Districts

Bridgeport, Fairfield, Monroe,

Newtown, Norwalk,

Region 9, Ridgefield,

Shelton, Southbury,

Stratford, Torrington, Trumbull

Wilton



Contents

Information for Statewide Policymakers.....	3
Financial Information.....	6
Basic Checklist for Title IX and 504/ADA Compliance.....	7
Financial Attachments.....	8



Information for Statewide Policymakers

2013-14 continued to be a year of unprecedented inquiry into statewide interdistrict magnet schools by a range of policy groups and those holding the ultimate legislative and budgetary authority over our statewide program. The Connecticut General Assembly continues to require the CSDE to produce a Results-based Accountability template for determining program effectiveness and a comprehensive magnet school plan with specific recommendations for supporting and sustaining the program. In order for the CSDE to be able to answer specific questions to ensure the program's long-term viability, we request information on the following objectives:

- 1) Describe the methods used to ensure recruitment and retention of a diverse student body, and how the demand for your program translates into sustained interest in the school. Please include any specific efforts in reaching families that may not yet be familiar with school choice programs. (Note: not applicable for those schools who were required to submit an enrollment management plan in the spring of 2014 due to non-compliance)

Recruitment is the basis to ensure a diverse student body. The methods we use are based on personal contact and the relationships we are building with the sending schools-especially the middle schools. We divide the districts between our two recruiters and I encourage them to develop a working relationship with the school counselors. The recruiters visit each of the sending schools and present to interested students. In addition, as principal I have relationships with school counselors and members of area arts organizations. These relationships have helped us identify and recruit promising students from diverse backgrounds who may not have been aware of or otherwise attended RCA.

Interest in the school appears to be sustained since again a record number of students applied to RCA this year, and based on my informal discussions with parents in the community, RCA is gaining a reputation as the school to attend if you are serious about the performing arts. A major limiting factor on increasing our enrollment is our districts' willingness to pay the local tuition costs for additional students. Although our program has a positive reputation, due to budgetary constraints many districts limit their RCA enrollment to their minimal obligation. As a result some districts are able to send all students who apply to RCA, and other districts have large waiting lists. For example, 23 students applied and auditioned from one of our districts (Stratford), but due to their enrollment cap we were only able to accept three of those students.

Diversity does not just end with recruitment. Working together as a diverse student body and faculty is a challenge. Although we are part of RCA due to our passion for the arts, friction and irritation can happen daily. It means finding time to appreciate our similarities and differences, and having the honesty to talk when we have difficulty surmounting those differences. Diversity isn't easy. What helps us succeed with diversity is a culture of care. The staff and students of RCA care about each other as people. This goes a long way in maintaining a diverse school population.

- 2) Describe your school's professional development priorities for 2014-15. Be specific as to activities that support your special magnet theme.

The number one priority in professional development will be to understand how the new National Core Arts Standards will inform our curriculum and instructional practice. During the 2013-14 school year we studied drafts of the standards, and began considering the instructional shifts we might have to make to align our offerings with the Standards. Now that the Standards are in a final form, we will begin planning and making those shifts.

- 3) What does your school do uniquely well (related to your magnet theme) that you think other regular public schools may replicate on the local level or in other public schools.

What we do uniquely well is work with students on an almost individualized basis to allow them to reach their potential as performers, and people. The basis for this work is found in our underlying attitude of acceptance, appreciation and respect for each person in the school that we encourage through words and actions. The importance of this social aspect of our school is that it creates a safe place for kids to take risks with their learning. This in turn makes the students available for instruction.

- 4) Describe the manner in which you promote replication of your school's best practices with regular public schools.

Honestly to date we have not done much to promote replication of our work in regular public schools, but I would be interested in assistance to see how we can promote our practices.

- 5) Describe your school's two greatest challenges/obstacles to meeting or exceeding the school-wide student learning goals in 2014-15. Please include ways in which the CSDE may support our school in meeting these challenges through enhanced professional development opportunities or specific technical assistance on matters needing close attention.

Our two big challenges continue to be time and expertise. It is difficult to find sufficient time to meet with our part time instructional staff. All of them have obligations for the time they are not teaching here, so like any other school time is at a premium. The second is the expertise in arts assessment practices. I will continue to work with other members of the Connecticut Arts Administrators Association to find meaningful ways to assess our students.

- 6) Provide the number of applications received by grade and town of residence; as of date of lottery.

Town	Grade 9	Grade 10	Grade 11	Grade 12	Totals
Bethel	1				1
Bridgeport	92	6	1	1	100
Danbury	1				1
Region 9	1	1			2
Fairfield	10	2	3	1	16
Monroe	7		2	1	10
Newtown	3	2	1	1	7
Norwalk	3		2		5
Ridgefield			2		2
Shelton	20		1	1	22
Southbury			2		2
Stamford	1				1
Stratford	24	1	2	2	29
Torrington			1		1
Trumbull	20	2	1	1	24
Wilton	5	1	1		7
Westport	1				1
Total	189	15	16	8	228

- 7) Provide the number of students on wait list/pool by grade, race and residence; as of October 1, 2013, (see note)

Note: Wait list/pool refers to those students not enrolled in your school or another interdistrict magnet school who applied for admission to your school for the 2013-14 year. Example: any student who entered a lottery for admission to your school as a first choice that ultimately not placed in any interdistrict magnet school.

Waitlisted Students by town	Bridgeport	Shelton	Stratford
	1	10	20

Waitlisted students by gender	Male	Female
	8	23

Waitlisted students by race	American Indian/Alaskan	Asian/Pacific Islander	Black/Non-Hispanic	Hispanic	White/Non-Hispanic
	1	2	5	6	17



Financial Information

DIRECTIONS: Provide, as attachments, Schedules 1 and 2 from the attached expenditures and revenues document. These should reflect *actual expenditures and revenues* by the close of 2013-14, and not merely the budgeted amounts from the onset of the school year submitted in your grant application.



Basic Checklist for Title IX and 504/ADA Compliance

Both Title IX (34 CFR § 106.9) and Section 504 (34 CFR § 104.8) require that educational entities that receive federal funds must have a policy on nondiscrimination and a published statement. The publication of this statement notifies applicants, students, employees and parents that it does not discriminate on the basis of race, color, national origin, sex, or disability. Schools and educational agencies that receive federal funds must list the Coordinators of Section 504 and Title IX with their name/title, address and phone number in the notice of nondiscrimination.

The following checklist was prepared to assist you in meeting some minimum requirements of Title IX of the Education Amendments of 1972, Section 504 and the Americans with Disabilities Act. It is not an exhaustive checklist and therefore should not be used as a substitute for careful reading of the regulations themselves.

§ 106.8 Designation of responsible employee and adoption of grievance procedures.

1. x At least one Title IX coordinator has been designated at the district or school level to coordinate efforts to comply with Title IX, including investigations of any complaints.
2. x At least one Section 504/ADA coordinator has been designated at the district or school level to coordinate efforts to comply with Section 504/ADA requirements, including investigations of any complaints.
3. X All students and employees have been notified of the name(s), office address(es), and telephone number(s) of the coordinator(s).
4. x Grievance procedures for students have been adopted and published.
5. X Grievance procedures for employees have been adopted and published.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 106.9 Dissemination of policy.

6. The following have been notified of a policy of nondiscrimination.
X applicants for admission and employment
X students and parents of students
X employees
X sources of referral of applicants
unions, professional organizations
7. Notification of a policy of nondiscrimination has been placed in one or more of the following:
☐ local newspapers
☐ school newspapers and magazines
X memoranda's or other written communications distributed annually to each student and employee
X announcements, bulletins, catalogs, student and faculty handbooks
X application forms
8. X The above-listed school publications are free of text and illustrations suggesting differential treatment on the basis of sex or disability.
9. X Admission and recruitment representatives (including counselors or student advisors and personnel officers) have been advised of the nondiscrimination policy and requirements for adherence to the policy.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682); [45 FR 30955, May 9, 1980, as amended at 65 FR 68056, Nov. 13, 2000]

Magnet School Name: Regional Center for the ArtsDistrict/School Code: 243

SCHEDULE 1: Total Current Expenditures from All Sources by Function and Object									
Report All Cash Expenditures and Encumbrances from All Sources Regular and Special Education.									
			OBJECT**						
LINE	CODE	FUNCTION (Program Area)**	Total *	Salaries	Employee Benefits	Purchased Services	Supplies	Property	Other
			(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 7)	(Col. 8)	(Col. 9)
1202	1000	Program Expenditures	\$780,044	\$599,246	\$87,004	\$49,725	\$26,179	\$17,890	
1203	2100	Support Services – Students							
1204	2200	Improvement of Instructional Services							
1205	2300	Support Services - General Admin.	\$81,257	\$43,039	\$6,249	\$27,819	\$4,150		
1206	2400	School Based Administration	\$106,991	\$93,426	\$13,565				
1207	2600	Operation and Maintenance of Plant Svc.	\$602,689			\$2,689		\$600,00	
1208	2700	Student Transportation Services	\$2,036			\$2,036			
1209	2500 2900	Support Services							
1210	3100	Net Expenditures for Food Services							
1211	3200	Net Expenditures for Enterprise Operations							
1212		Indirect Overhead	\$116,128						
213	TOTAL		\$1,689,145	\$735,711	\$106,818	\$82,269	\$30,329	\$617,890	

*Do not include transportation costs associated with home to school and back home or the excess cost of special education services.

**Definitions of objects and functions are to be consistent with those on expenditure report ED001.

Magnet School Name: Regional Center for the Arts

District/School Code: 243

SCHEDULE 2: Revenues by Source		
Include all projected revenues for the school		
LINE	CODE DESCRIPTION	Total Revenue (Col. 1)
220	xxxx State Magnet Operating Grant	\$1,196,455
	xxxx Other State Grants (please list below)	
221	xxxx Other Federal Grants	
222	1920 Contributions	\$10,000
226	xxxx Other Sources of Revenue (list below, include tuition if applicable)	
	Local Tuition	\$547,550
	Fundraising	\$33,219
299	Total	\$1,787,224